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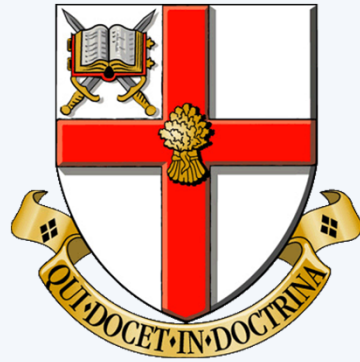
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Nurse Education Tomorrow

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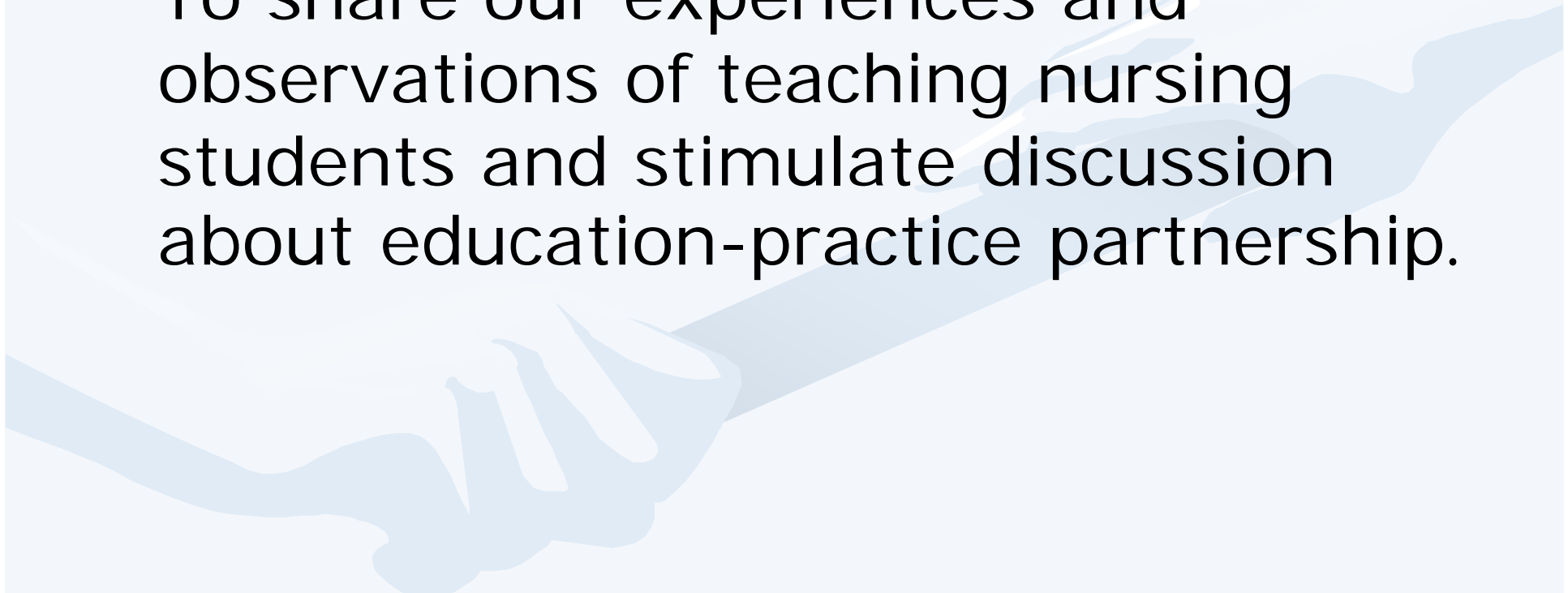


Education in Clinical Practice

- Seeing the light: Working together to develop competent, reflective practitioners

Aim

To share our experiences and observations of teaching nursing students and stimulate discussion about education-practice partnership.



Learning Outcomes

- To explore issues that student nurses raise whilst learning and developing proficiency
- To demonstrate the contribution and potential of education to facilitate proficiency in practice
- To seek delegates' experiences of partnership working



Story so far.....

- **Background – new curriculum**
 - documentation
 - linking theory and practice
 - role of the link lecturer

Examples

- Student examples



- Apply general theories and principles inflexibly to practice.
- In developing proficiency they sometimes claim they have 'done' little or not learned anything new on placement.
- They unwittingly devalue essential nursing practice
- Sometimes they believe that supernumerary status equates with technical or medical aspects of healthcare rather than 'doing' nursing ie. the fundamental essence of nursing care.



Partners in practice

- Our role is to challenge students' assumptions, preconceived ideas and expectations.
- Engage them in reflection
- Explore alternatives
- Appreciate that action in practice is never context free.
- As they develop skills, experience and confidence they assimilate professional values
- Understand the 'whole' clinical experience (Benner 1984).



Reflection

- Transformed perspective on experience
- Reflection
 - perceiving
 - acting
 - doing

Mezirow (1981)



Reflection and learning

- **learning is active**
- **learning is not achieved solely by having an experience but as a result of the thought and consideration – reflection – about what the experience means or meant**

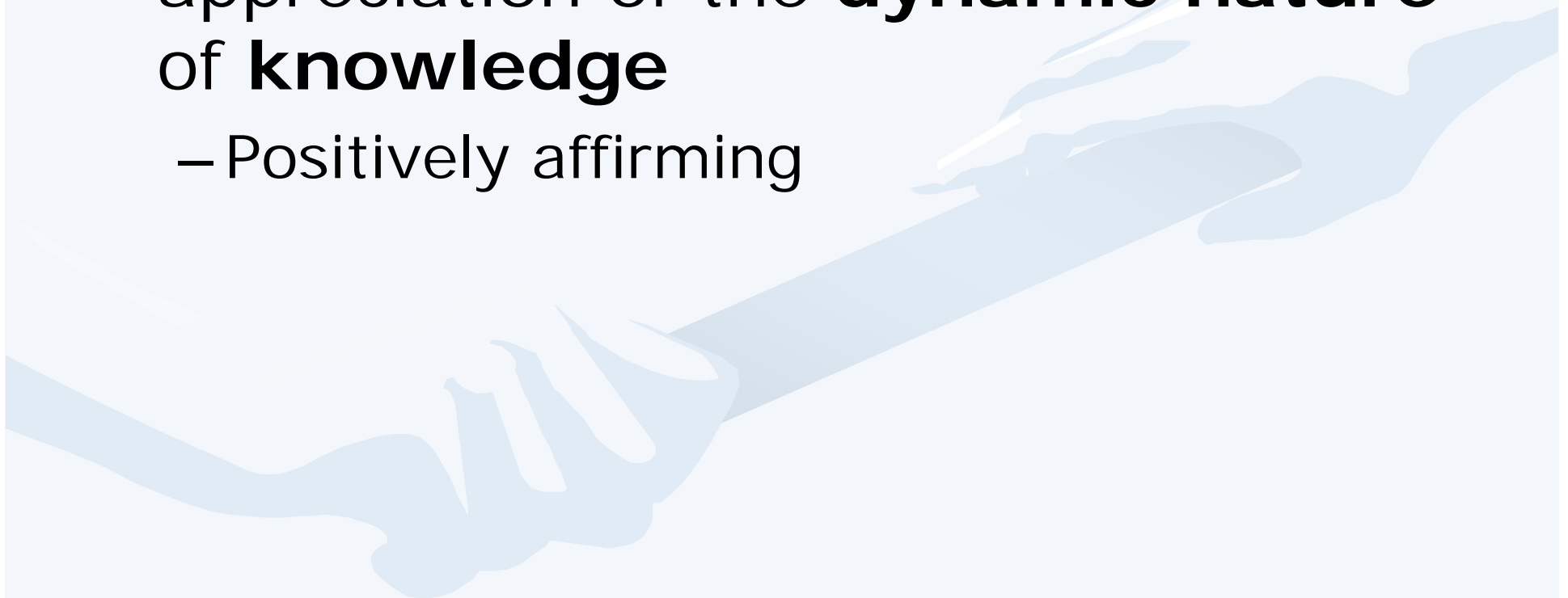
Learning involves

- **acting and noticing how we act through:**
 - personal experience
 - reflecting on that experience
 - transforming knowledge and meaning as a result of reflecting
- **so we use what we have learned**



Reflection and learning

- Emphasis is on **experience** and appreciation of the **dynamic nature of knowledge**
 - Positively affirming



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